

2021 Annual Report

Macarthur Girls High School



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Introduction

The Annual Report for 2021 is provided to the community of Macarthur Girls High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2021 was another year where the world navigated through continued challenge and change as part of the pandemic. Macarthur Girls High School and its learning community are to be congratulated on the effective, successful and collaborative way in which they prioritised students and their learning during the year in both face-to-face and online contexts. We sincerely thank all members of the learning community for their ongoing support of the school.

Despite this challenge, in 2021 Macarthur Girls High School was selected as one of ten Ambassador Schools in the state. This is an exciting new program under the School Success Model that provides the Department of Education with an opportunity to shine a spotlight on public schools performing higher than like schools, and to identify and share highly effective practices to the benefit of other NSW public schools.

The Department of Education has identified the following key practices underpinning the outstanding student outcomes achieved at our school:

- * Consistent use of a range of assessment data tracks student progress and identifies individual learning needs. Teachers are provided with time and support to collaboratively 'unpack' rich learning data and plan learning to meet student needs. Students and teachers partner to develop individual learning goals based on assessment and reflection.
- * Collaborative teaching relationships have been established to develop and share explicit, high-quality lessons, including differentiated learning activities, to meet student learning needs. Teachers work in faculty-based and cross-faculty teams to provide structured feedback on teaching and learning to translate high expectations into consistent practice.
- * Continuous school improvement across annual priority areas is a focus in every school practice. A consistency of approach is ensured through a system of evidence-based frameworks, including the School Excellence Framework, that inform ongoing evaluation and improvement.
- * Professional development is strongly linked to school improvement through self-identified areas of development by teachers, linked to their own practice and school priorities. Development is mapped at a whole school, executive team, faculty and individual level for greater cohesion and alignment.

This is an incredible acknowledgement of the teaching, leadership and learning that is happening at Macarthur Girls High School every day, every year!

Mr Luke Fulwood

Principal (rel)

Message from the school community

Macarthur Girls High School established a School Council in 2018 as a result of community and parent feedback in 2017. The Council consists of staff, parents, students and members of the community who meet regularly to discuss key aspects of the school and plan for continuous improvement.

Below is a message written by the parent members of the MGHS School Council:

As school council members, we were involved in opportunities relating to school decision making specifically around improving the learning environments for our daughters. This demonstrates the school's willingness to collaborate with the wider school community and has allowed us, as parents, to see the strength behind the school's proposed actions. Our involvement has assured parents that our daughters' education and personal growth are in the supportive hands of staff that care.

As MGHS parents, we agree that our top priority is to ensure our daughters are provided with learning platforms that are focused on improving their skill sets so they can succeed in all facets of their lives beyond school. Our own experiences and involvement on the Macarthur Girls High School Council highlight the collegial partnerships and the collaborative planning that happens throughout the year.

Message from the students

Macarthur Girls High School consists of three student leadership bodies that focus on a range of key leadership, community and sporting events throughout the school. These leadership bodies - the Student Representative Council, the Sports Council and PRIDE Leaders - worked collaboratively to promote the school's PRIDE values in 2021 as well as to create a welcoming environment for all students and staff after much time apart.

The Student Representative Council (SRC) consists of elected student representatives from each year group. Each representative is chosen by peers due to their strong leadership and collaboration skills. The SRC works to ensure that there is fluidity amongst the year groups and a strong sense of unity within the school community. Organising events that promote social wellbeing, cultural awareness and socio-environmental perspective are crucial to the SRC's role and ensure that all students feel welcomed and accepted.

The first event for 2021 was the annual International Women's Day event in collaboration with the Sports Council. The objective of this event was to promote sisterhood and emphasise the achievements of women not only internationally but also within our school and local communities. It allowed for the empowerment of all individuals within the school and aimed to raise awareness against social and political bias against women. The theme for 2021 was 'Women in Leadership' and, as a student body, we aimed to help women within our community feel empowered to take back their autonomy and seek equality.

In Term 2 of the year, the SRC held its annual Multicultural Week. This event encouraged students to uphold their PRIDE values, with a specific emphasis on respect and diversity. As a school situated in one of the most culturally and linguistically diverse regions in Australia, it was a great opportunity for all MGHS students to come together to celebrate different cultures and the diversity of our school community through various cultural activities and performances throughout the week.

Likewise in Term 3, the SRC held their annual SPIRIT week cup, which was a competition between cohorts to help encourage collaboration and unity within year groups. SPIRIT week helps students develop personal and social confidence and collaboration skills. The events during this week are consistently aligned with our PRIDE values and allow students to see the physical embodiment of the skills, values and morals they may have learnt in PRIDE lessons. In 2021, SPIRIT week was held virtually as a result of lockdowns, but this did not impact the participation and collaboration amongst year groups in striving to win the esteemed SPIRIT cup.

The final event of 2021 was a special 'Back to the Future' event held by both the SRC and SPC. Students dressed up in attire from previous decades and celebrated the final closing days of the schooling year. Year groups were allocated certain days for dressing up and each year group was permitted to participate in fun activities such as dancing, decade games and food stalls. All proceedings raised from this event were donated to UNICEF.

The Sports Council (SPC) is the student leadership body at Macarthur Girls High School that encourages physical activity, the development of sportsmanship and positive attitudes towards sporting activities. Throughout 2021, the SPC held the Swimming Carnival, with the Cross Country and Athletics Carnivals when appropriate, amid COVID-19 restrictions. These events promoted participation and contributed to the school community, especially as there were such few opportunities to physically work with one another.

PRIDE Leaders are another crucial leadership body within Macarthur Girls High School.. These leaders demonstrate and embody PRIDE values in their engagement in the school community. The PRIDE program runs throughout all grades across the school with various lessons and sessions to support the school community, primarily the wellbeing of

students. PRIDE leaders directly communicate with their roll call in PRIDE sessions to promote effective study habits, wellbeing strategies and a balanced lifestyle to ensure students maintain a positive mindset towards their learning. This also included initiating activities such as the Kindness Project where each roll call performed various kind gestures to give back to the community, including walkathons, can drives, cards, baskets and maintenance of the school gardens.

Throughout 2021, PRIDE programs continually allowed students to engage within the wider community, some of which were completed online. The school's core PRIDE values were successfully demonstrated internally and externally in the community, and we hope to represent our school in the same manner throughout 2022.



School vision

Macarthur Girls High School's purpose is to encourage young adults to achieve their personal best and beyond, empowering them with the necessary skills and values to be successful citizens in an ever changing world.

School context

Macarthur Girls High School (MGHS) is located in Parramatta, the demographic centre of Sydney on the banks of the Parramatta River. The school's reputation has created a demand for enrolment. Enrolment for 2021 was 1150. Over 94% of our students are from language backgrounds other than English. Student enrolments reflect the school's very positive reputation in the broader community. New students are drawn from more than 50 primary schools. The NSW Department of Education Enrolment Policy states that MGHS has a ceiling of 1040. Hence, out of area enrolments in Years 8-12 will not be accepted until our total student population is under this cap.

The school's NSW FOEI (family occupation and employment index) for 2021 is 63 which is lower than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 1048 which is higher than the average of 1000. The teaching staff is a strong mix of experienced and new scheme teachers. In 2021, our school has a teaching entitlement of 78.6 staff with an additional 15 school support staff. In addition to our centrally identified positions, MGHS has a number of school funded positions.

The school has been at the forefront of future focused learning for a number of years. It is prepared for changes in teaching methodology and learning spaces required to meet the future skills and capabilities identified for employment. Macarthur Girls High School has been recognised state wide as an exemplar in innovative curriculum design, collaborative learning spaces, an integrated curriculum and STEM (Science, Technology, Engineering, Mathematics) as well as professional learning.

After extensive and consultative evaluations throughout 2020, MGHS's learning community has acknowledged the need to continue its strong focus on knowing our students and knowing how to teach them. These two areas will once again underpin strategic directions with an emphasis on customised learning and wellbeing and collaborative teaching and learning to enhance student growth and attainment.

In 2018, MGHS undertook external validation against the School Excellence Framework and was excelling in all 3 key domains. As a school that achieves excellent value-add results, MGHS will continue driving student performance and growth through a number of whole school and faculty initiatives.

The following three Strategic Directions have been developed to address areas identified through evaluations of data, frameworks and current research, along with the MGHS commitment to continuous improvement.

Strategic Direction 1: Growth and Attainment

The school will maintain and enhance its approach to whole school literacy and numeracy for a student population that is comprised of over 94% language backgrounds other than English. These initiatives, supported by flexible and tied equity funding, will enable the school to address negotiated improvement measures and be accountable for annual measurable growth in every student. External data highlights the need to support more Stage 6 students to achieve in the top two bands in the HSC. MGHS will review and improve the current Academic Coaching Course which aims to maximise their potential in the HSC and also provide them with necessary skills and capabilities when preparing for life beyond school.

Strategic Direction 2: Customised Learning and Wellbeing

CESE's What Works Best research shows the correlation between academic outcomes and student wellbeing. MGHS has a holistic and integrated approach to student learning and wellbeing. In response to TTFM data, MGHS will re-design the integrated, whole school wellbeing program to more effectively meet the needs of current students and align with the NSW Wellbeing Framework. As part of the Department's Strategic Plan of every student being known, valued and cared for, all students at MGHS will continue to work collaboratively with staff and parents to develop, work towards and review individual learning goals based on the Australian Core Skills Framework. Staff will be upskilled on how to differentiate and deliver lessons to explicitly teach students from their zone of proximal development.

Strategic Direction 3: Collaborative Classroom Practice

Professional collaboration will allow best practice to be identified and shared across classrooms. The provision of targeted professional learning will be aligned with the Australian Professional Standards for Teachers, SEF and teacher professional development goals. Whole school and Executive professional learning schedules will prioritise evidence-based practices.

To enhance pedagogical practices, identified targeted professional learning has to be provided at the point of need for different career stages. The school will continue to support all staff to learn and grow within the profession, sharing their knowledge and understanding of classroom pedagogies and educational leadership. The school has implemented the position of head teacher pedagogical coach in 2021 to support the design and delivery of targeted professional learning to address identified need. Additionally, MGHS will utilise our expert teachers accredited at higher levels to support the implementation of our professional learning plan, as well as enhancing the classroom practice of colleagues.

MGHS offers students in each Stage an integrated approach to quality learning and wellbeing that promotes the sequential development of 21st Century learning skills. This is based on the Australian Core Skills Framework which students also use to reflect on and identify individual learning goals and enhance their capabilities as lifelong learners. These transferable skills provide foundational learning for success within and beyond school. The school will maintain its fundamental approach to knowing our students and customising learning experiences to ensure one year's growth for each year of learning.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices - Explicit teaching of Literacy and Numeracy
- Highly effective teaching practices - Data literacy
- Highly effective teaching practices - Data use in teaching
- Highly effective teaching practices - Staff deployment / Curriculum provision
- Highly effective teaching practices - Individual learning needs
- Highly effective teaching practices - Teaching and learning programs

Resources allocated to this strategic direction

Professional learning: \$10,500.00

Low level adjustment for disability: \$203,752.20

English language proficiency: \$437,678.58

Summary of progress

All faculties implemented a Write to Bite task that was subject relevant with the Year 9 cohort to develop persuasive writing skills marked against NAPLAN marking criteria. Each faculty created data sets to identify strengths and areas for development and subsequently reviewed teaching programs to embed targeted literacy strategies.

Staff have participated in multiple Professional Learning (PL) sessions throughout the year to strengthen understanding of core literacy skills identified through NAPLAN data to support student growth. This includes analysis of NAPLAN data exploring the Reading & Numeracy Guided Data Package, and using Super 6 strategies to target identified areas for growth (Making Connections and Questioning) to embed strategies in teaching programs. A research partnership with the University of Wollongong has been established focusing on writing in English, History and Science and will allow for further explicit teaching of writing strategies to be implemented in identified faculty areas in 2022.

The Year 7 Humanities initiative has continued to focus on Literacy and Numeracy strategies, ensuring strategies for individuals, class/groups and the whole cohort have been embedded in this future-focused, team teaching approach. Underpinning MGHS' focus on knowing your students and the associated differentiation of curriculum to address individual learning needs has been corporate marking of students' writing in Years 6-10, along with internal and external testing of reading and numeracy. This individual and class data is aligned with the evidence and research-based MGHS Year Level Expectations (YLE), which are the skills and capabilities expected of students at each year and stage of learning. Teachers have been provided with individual student and class profiles, along with a bank of teaching strategies aimed at moving students up to their next YLE. Teachers have also completed PL on assessing student growth over time across YLEs in reading, numeracy and writing. In addition, teachers analyse the individual learning profiles of their students to gain a holistic understanding of the student. This is reflected in their developing class networks within their individual classes, focusing on grouping students, in accordance with their YLEs, for effective differentiation of teaching and learning.

Faculties' analysis of HSC datasets at individual, class and cohort levels resulted in the identification of trends and gaps in student learning and achievement. This analysis led to the development and implementation of faculty action plans, and modified teaching and learning programs, to respond to these identified areas for further improvement.

As a result of targeted and collaborative professional learning, all HSC Year 12 programs were effectively evaluated and given feedback. This led to enhanced, differentiated and more explicit teaching practices. Analysis of internal faculty data and evidence has also revealed improvements in student performance as a result of this program evaluation initiative.

Faculty registrations were collected at the end of each term to reflect on adjustments made to meet the individual learning needs of students. Term Professional Learning Schedules embed submission dates to ensure that this recording and reflection are sustained. Samples of Program Improvement Cycles (PIC) collected show that student progress and achievement data, as well as student feedback, are reflected on at the end of each unit of work. PICs were collaboratively developed by all staff teaching the course, with their feedback also used to inform planning and modify

future teaching practice.

MGHS continues to effectively use resources to support the learning needs of all students based on a range of achievement and other contextual data. Tied and flexible equity funding, along with additional funding provided by the school, has supported a number of initiatives, including Great Reading Original Writing (GROW), to support student growth and attainment in Literacy and Numeracy. This funding has also been used to provide targeted, specialist teachers, such as the COVID Intensive Learning Support tutor, to ensure all students are challenged to engage in their learning and that they achieve one year's growth for each year of learning and meet the National Minimum Standards for Literacy and Numeracy. These staff prioritise targeted students and allocate specialist support across KLAS. Explicit teaching strategies are employed to provide differentiated content. Additionally, these specialist teachers used enhanced communication strategies and longitudinal data to support student learning at home.

Professional learning sessions provided teachers with information about students requiring Individual Learning Plans (ILPs) and Personalised Learning Plans (PLPs) to enhance their understanding of the specific learning needs of identified students in their classes. Teachers continually modified both lessons and assessment tasks to adjust to the learning needs of identified students. In addition, teachers developed an improved understanding of NCCD following Professional Learning. Teachers implemented learning adjustments for identified students, with evidence recorded and used to evaluate the impact of differentiated practice on student outcomes.

Future directions

After the successful evaluation of HSC Year 12 teaching and learning programs and the associated growth of teachers' enhanced understanding of how to differentiate for their students, it has been decided by Executive to continue the school's collaborative evaluation of faculty programs for HSC Preliminary courses in 2022.

To further strengthen student writing skills, whole school writing initiatives, including Write to Bite, will emphasise imaginative and creative forms, particularly in the junior years. MGHS' collaboration with the University of Wollongong in the Writing for Deep Learning project will also ensure teachers' understanding and capabilities are enhanced, with writing and thinking strategies embedded into programs across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
>40% of students achieve in the top two bands for NAPLAN Numeracy and >24% of students achieve in the top two bands for NAPLAN Reading	<ul style="list-style-type: none">• Overall, 41.2 % of students are now in the top two skill bands (NAPLAN) for numeracy and 32.3% for reading. This is 1.2% above our progress measure for numeracy, and 8.3% above for reading.• In Year 9, 2021, 29.91% of students are now in the top two skill bands (NAPLAN) for reading and 36.5% for numeracy. MGHS has surpassed its reading target.• In Year 7, 2021, 34.7% of students are now in the top two skill bands (NAPLAN) for reading and 45.9% for numeracy.
The school continues to achieve excellent value-added results, with >70% of students achieving at or above expected growth in numeracy.	NAPLAN value add across Years 7-9 for 2021 as stated in Scout places the school at Excelling. Overall, 69% of students achieved at or above expected growth in numeracy. <ul style="list-style-type: none">• In Year 7, 2021, 79% of students achieved at or above expected growth in numeracy.• In Year 9, 2021, 58.64% of students achieved at or above expected growth in numeracy.
The school continues to achieve excellent value-added results, with >76% of students achieving at or above expected growth in reading.	NAPLAN value add across Years 7-9 for 2021 as stated in Scout places the school at Excelling. Overall, 66% of students achieved at or above expected growth in reading. <ul style="list-style-type: none">• In Year 7, 2021, 64% of students achieved at or above expected growth in reading.• In Year 9, 2021, 68% of students achieved at or above expected growth in reading.

95% of students achieve progress against MGHS Year Level Expectations based on National Literacy and Numeracy Learning Progressions.	Annual Progressive Achievement Testing shows that 92% of students Years 7-10 have shown growth and progress against the MGHS Year Level Expectations based on the National Literacy and Numeracy Progressions in one or more of the domains tested.
>99% of eligible students reach the National Minimum Standards in Reading, Writing and Numeracy before entering Year 12	More than 99% of MGHS students reached the National Minimum Standards in Reading, Writing and Numeracy before entering Year 12, with 100% of students attaining this credential prior to graduation. Over 90% of each cohort reach this standard prior to beginning Year 11 due to school funded initiatives.
>48% HSC results in Top 2 Bands.	In 2021, 48.15% of all HSC results were in the Top 2 Bands, which was a 5.41% increase from 2020.
The school continues to achieve excelling value-added results with students at or above expected growth from years 9-12.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Student Performance Measures.
>70% students report growth in the identified skills which are underpinned by the MGHS 21st Century Capabilities framework.	All students surveyed reported growth in at least one of the identified skills in the MGHS 21st Century Capabilities Framework (creativity, collaboration, critical thinking, communication, ICT, self-regulation and real-world problem solving).
>70% of students report high belonging, high expectations, high advocacy in the TTFM and internal surveys	<p>External data from the TTFM survey showed that 69.82% of MGHS students reported a positive sense of wellbeing, with students in high expectations indicating 0.8 above Govt norm.</p> <p>Internal data gathered from all students at the end of the year reflecting on the level and frequency of challenge in their classrooms showed that 76.09% of students perceived high levels of challenge most or all of the time.</p>
82.5% of students attending school 90% of the time or more.	External data gathered from Scout shows that 74.87% of students attended school 90% of the time or more. This is an upward trend of 3.2%.



Dance Ensemble students showing their creativity as they perform at the 'In the Spotlight Dance Festival'

Strategic Direction 2: Customised learning and wellbeing

Purpose

Teachers create effective teaching and learning experiences for students which are customised and relative to their individual learning and wellbeing needs. Teachers adjust their teaching to meet students' individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate and to achieve their personal best.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A customised approach - differentiated practice
- A customised approach - teaching and learning programs
- A customised approach - data analysis
- A customised approach - planning for learning/wellbeing
- A customised approach - continuous tracking

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

Teachers at MGHS begin their teaching and learning practices based on having a deep knowledge of the students in their classes and understanding how they learn and what they know, understand and can do. This knowledge of each student has underpinned the following outcomes for staff and students during 2021.

Collaborative reflection on High Potential and Gifted Education (HPGE) students allowed staff to reflect on identified students in their classes. This data was corroborated by executive staff to establish a list of HPGE students, as well as identify which aspects these students showed high potential or giftedness in. Program revisions, particularly through the Year 12 Program Evaluation initiative, occurred in the school and led to programs embedding differentiated activities to meet the needs of HPGE students.

Students in Humanities have undertaken regular reflections to serve as assessment of and for learning. This formative assessment data has been analysed by classroom teachers to evaluate student understanding of the course skills and content and has enabled interventions to take place, through the modification and differentiation of teaching and learning programs.

Teachers were provided with their class profile data for the following year's classes. A whole-school professional learning session is conducted where classroom teachers are guided through a detailed analysis of student learning needs and growth using the class profile data and students' progress through the YLEs over the years. Teachers work within their faculty areas to design and develop differentiated teaching strategies with a core focus on the individual learning needs of students.

As part of the Year 12 Program Evaluation Cycle, written feedback was provided by cross-faculty teams for collaborative discussions with relevant staff. Annotated samples showing evidence of program revision post feedback were part of the deliverables from this initiative.

Documentation supporting the Program Improvement Cycle demonstrates teachers are collecting and analysing a range of student achievement and feedback data. Staff are triangulating a range of data sources to evaluate the effectiveness of teaching and learning programs, as well as their implementation.

At the beginning of 2021, students in Years 7-12 were guided by their PRIDE teachers to set achievable learning goals for the year. These goals form the foundation of discussions with students and their parents during the Learning Conversations Evenings in Term 1. During these discussions, teachers provide strategies on the various ways to achieve their learning goals across different subject areas. Additionally, learning goals were evaluated and reported on by the relevant Year Adviser in their overall comments on individual student engagement. At the beginning of Semester 2, students revisited their learning goals and engaged in a self-reflection activity during their PRIDE lessons to evaluate the extent to which they have succeeded in achieving their set goals. Teachers were provided with a bank of teaching strategies mapped against the diverse learning goals of individual students to support their discussions with students and parents.

All Stage 6 Academic Coaching Course units of work were collaboratively re-written to set identifiable goals targeting student skill development in a number of areas. Registrations, teacher and student surveys and reflection data provided feedback on the impact of the revised approaches implemented in 2021. The Year 12 Academic Coaching program was evaluated as part of the Stage 6 Program Evaluation days.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
80% of staff use the student profiles and Teaching Every Student WebApp in designing lesson plans and/or teaching and learning programs to differentiate learning for students.	All staff have worked independently and collaboratively with student profiles to ensure that they know their students and how they learn. Staff use this information to modify programs and lesson plans to meet the needs of all students in their classes. Differentiation based on student profiles is implemented as part of daily classroom practice, and is evaluated through registration and Program Improvement Cycles. Evaluations indicate a positive impact of professional learning on student outcomes, further reflecting enhanced staff capability to use targeted strategies, such as those from the Teaching Every Student WebApp.
90% of staff design, implement and/or modify teaching strategies that are responsive to the learning needs of students from diverse, linguistic, socioeconomic and cultural backgrounds.	With more than 95% LBOTE, all staff regularly design, implement and modify their teaching strategies to respond to the diverse linguistic, socioeconomic and cultural backgrounds of MGHS students. Ongoing professional learning from internal expertise, such as EAL/D and support staff, further supported staff capacity to effectively meet the needs of students in their classes.
80% of teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.	Professional learning schedules embed the submission of key deliverables, including program registrations and Program Improvement Cycles. These deliverables collected and reviewed in 2021 show that all programs include evidence of adjustments to address individual student learning needs and provide challenging learning experiences for all students.
95% of students have set individual learning goals and identified and used evidence to monitor their ongoing progress.	All students have set individual learning goals in 2021. PRIDE/wellbeing programs embedded regular opportunities for students to track and monitor their progress towards these goals, and use evidence to validate this progress.
70% of parents participate in learning conversations with teachers in order to set learning goals, plan to support learning and share expected outcomes.	Students, teachers and parents participate in structured conversations on individual learning goals based on students' self-reflections against the Australian Core Skills Framework. In addition to these learning conversations, productive partnerships were fostered as parents met face-to-face with teachers to collaboratively plan for the achievement of these learning goals in all courses studied. Progress towards these goals is reflected in semesterised reporting, to further build on these learning partnerships.
The school continues to achieveexcelling against School Excellence Framework theme.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of wellbeing. 86% of teachers at MGHS reported they had a deeper understanding of the DoE Wellbeing Framework and its thematic elements by engaging in the collaborative writing and implementation of the revised PRIDE/pastoral care programs.



Year 11 students achieving leadership goals through the Max Potential program.

Strategic Direction 3: Collaborative classroom practice

Purpose

Teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Professional learning is aligned with the Strategic Improvement Plan and its impact on the quality of student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice and drive ongoing student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous Improvement - Quality Teaching Model
- Continuous Improvement - Formative Assessment
- Continuous Improvement - Feedback
- Continuous Improvement - Lesson Planning
- Continuous Improvement - Lesson Intent/Success Criteria
- Continuous Improvement - Improvement of Practice

Resources allocated to this strategic direction

Professional learning: \$20,000.00

Summary of progress

The Quality Teaching Model was reinforced with all staff through whole-school Professional Learning at the beginning of 2021. The feedback from teachers was overwhelmingly positive. Due to Covid 19, the structure of the Quality Teaching Rounds was adapted to suit an online learning environment. Teachers indicated that their involvement in QTR positively impacted on their teaching practice. The revised rounds succeeded in emphasising the nature of Quality Teaching Rounds as High Impact Professional Learning for the school.

In 2021, the MGHS FORMative model was reinforced at a whole-school level through intensive professional learning sessions. The sessions focused on supporting teachers across the school in developing a deeper understanding of evidence-based formative assessment practices. In Semester 2, faculties demonstrated their engagement with the MGHS FORMative model by successfully implementing relevant strategies in their classes.

At the conclusion of each teaching unit, feedback was sought from students on the efficacy of the teaching practices through online surveys. The student feedback data became part of the MGHS Program Improvement Cycle, providing teachers with student voice to help modify their teaching plans and pedagogical practices.

Feedback is consistently provided to students in diverse forms at a whole-school level. This ranges from detailed, individualised written feedback through comments on student work via Google Classroom. Students were encouraged to review the comments provided and re-submit their work with relevant feedback incorporated.

Lesson Intent and Success Criteria have been embedded in many teaching programs. Staff utilise Lesson Intent for communication of learning objectives for the lesson. Success criteria is used to measure student attainment of learning and skills.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
80% of teachers provide feedback which is timely, effective and appropriate to students about their achievement and informs future classroom practice.	All staff use the MGHS reporting scaffold which structures their comments into key areas - Application, Attitude, Achievement and Areas for Improvement. All staff use the MGHS FORMative assessment model to provide effective feedback as an integral part of daily instruction. The MGHS assessment policy ensures that timely, effective and appropriate written feedback is provided within two weeks of submission.

80% of teachers participate in observations based on the Quality Teaching Model with an emphasis on identified elements.	<p>All staff participated in professional learning where they observed recorded lessons of colleagues and used the Quality Teaching Model to collaboratively reflect on the pedagogical practices.</p> <p>8 staff participated in an innovative iteration of the Quality Teaching Rounds in an online forum due to COVID-19 restrictions. Data collected from these Rounds, as well as earlier ones, helped to identify focus Quality Teaching elements for all staff for future professional learning and development.</p>
90% of teachers utilise lesson intent and success criteria in their lessons in order to establish and monitor explicit, challenging and achievable learning goals for all students.	<p>All lessons in every teaching and learning program embed lesson intents to enable students to know what they are learning and how to demonstrate their understanding. Staff survey data showed that 99% of staff regularly communicate explicit lesson intents and success criteria in their classrooms.</p> <p>Most teaching and learning programs also embed success criteria to allow students to reflect on how well they have achieved the lesson intents.</p>
90% of teachers implement the most effective evidence-based and explicit teaching methods in order to meet the needs of all students.	All staff participated in high impact professional learning on current educational research, focusing on Visible Learning (Hattie), Literacy and Numeracy (Learning Progressions), individual student learning goals (Australian Core Skills Framework) and 21st Century Learning Capabilities (Mparntwe Declaration), Quality Teaching Model (Ladwig and Gore). These PL sessions supported teachers to implement relevant strategies in their classrooms, with key deliverables used to reflect and evaluate their impact on student learning outcomes.
The school continues to promote and support the attainment of higher level accreditation with an increased number of accredited teachers to support and lead colleagues.	MGHS successfully supported two additional staff to achieve higher levels of accreditation in 2021. This brings the MGHS total over time to five Highly Accomplished and four Lead. Two of the current MGHS staff with higher levels of accreditation were appointed as DoE HALT mentors to guide and coach colleagues in other schools as they undertook their accreditation journey.
90% of teachers participate in collaborative practices including professional dialogue, collaboration, classroom observations, modelling of effective practice and the provision of specific and timely feedback between teachers.	<p>In Semester 1, 100% of teachers participated in lesson observations as part of the Performance and Development Framework.</p> <p>In Semester 2, 100% of teachers participated in a structured reflection of an online lesson in cross faculty teams.</p> <p>In 2021, all substantive, temporary and casual staff were observed by a supervisor, using the APSTs, to provide specific and timely feedback mapped to identified standards in collegial discussions.</p> <p>All staff observed recorded models of colleagues' practice as part of professional learning sessions. Cross faculty teams collaboratively developed feedback on practice observed.</p> <p>Whole school initiatives at MGHS are based on team teaching models, where effective classroom practices are modelled through the teaching of integrated curricula.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,846.09</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: additional language and learning support for identified refugee students.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a bilingual school learning support officer (SLSO) to support students to clarify learning in their home language.</p>
<p>Integration funding support</p> <p>\$59,004.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Macarthur Girls High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$128,137.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Macarthur Girls High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support all students to access technology and use it to enhance their learning • equitable access to specialist resources

<p>Socio-economic background</p> <p>\$128,137.00</p>	<p>The allocation of this funding has resulted in: all students having access to technology to support their learning in the classroom and in online contexts. All students and families have access to financial support to ensure equitable access to resources that support learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued use of flexible funding to ensure all students have access to the resources that enhance and support their learning.</p>
<p>Aboriginal background</p> <p>\$2,091.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Macarthur Girls High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: all Aboriginal students and their families engaging in the PLP process and working towards personal/individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued use of funds to support Aboriginal students to engage with their learning and achievement of learning goals.</p>
<p>English language proficiency</p> <p>\$437,678.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Macarthur Girls High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices - Staff deployment / Curriculum provision <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners; the identified next step</p>

<p>English language proficiency</p> <p>\$437,678.58</p>	<p>is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$203,752.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Macarthur Girls High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices - Staff deployment / Curriculum provision <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: continued success with students achieving at or above expected growth in NAPLAN results. The school's value-add results have also continued to reflect strong growth in literacy and numeracy skills. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of additional trained SLSOs.</p>
<p>COVID ILSP</p> <p>\$140,124.73</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - reading and writing <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals as well as making significant progress against the MGHS Year Level Expectations in reading and writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	0	0	0	0
Girls	1025	1115	1197	1132

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.7	94.2	94.9	94.5
8	92.8	91.6	92.2	92.5
9	91.2	92.8	92.7	91.5
10	92.2	88.6	92.6	92.5
11	92.3	92.2	91.7	90.9
12	93.6	90.4	94	88.4
All Years	92.9	91.8	93.1	91.8
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	0	0	3
TAFE entry	0	0	5
University Entry	0	0	83
Other	0	0	0
Unknown	0	0	9

Year 12 students undertaking vocational or trade training

30.73% of Year 12 students at Macarthur Girls High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.4% of all Year 12 students at Macarthur Girls High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	55.1
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
Teacher ESL	3.4
School Counsellor	1
School Administration and Support Staff	13.57
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2021, MGHS successfully supported two additional staff to achieve higher levels of accreditation. This brings the MGHS total over time to five Highly Accomplished and four Lead. Two of the current MGHS staff with higher levels of accreditation were appointed as DoE HALT mentors to guide and coach colleagues in other schools as they undertook their accreditation journey.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,170,413
Revenue	12,967,194
Appropriation	12,480,808
Sale of Goods and Services	76,766
Grants and contributions	392,030
Investment income	1,439
Other revenue	16,152
Expenses	-13,443,556
Employee related	-11,610,771
Operating expenses	-1,832,785
Surplus / deficit for the year	-476,361
Closing Balance	1,694,051

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	60,850
Equity Total	767,033
Equity - Aboriginal	2,092
Equity - Socio-economic	123,511
Equity - Language	437,679
Equity - Disability	203,752
Base Total	10,617,657
Base - Per Capita	294,982
Base - Location	0
Base - Other	10,322,675
Other Total	535,523
Grand Total	11,981,063

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

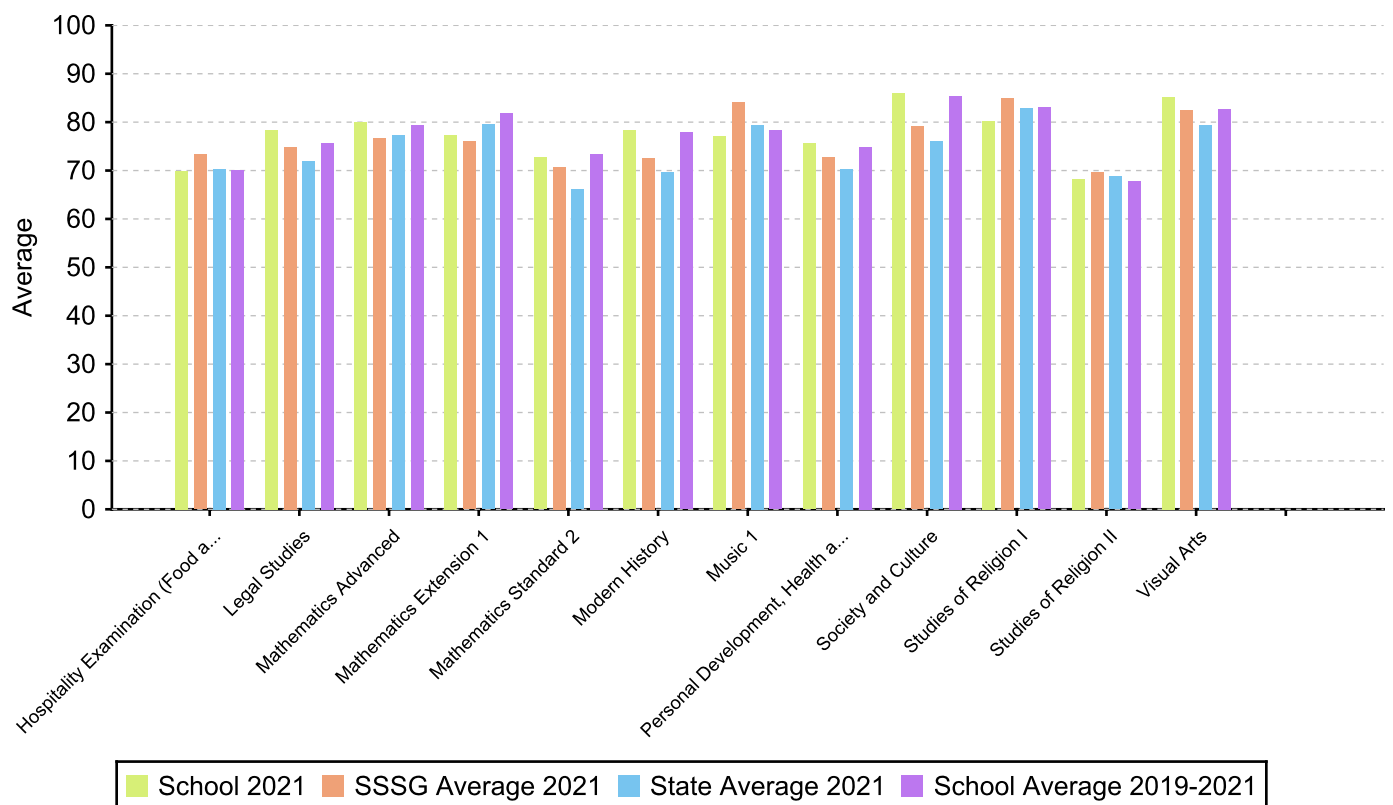
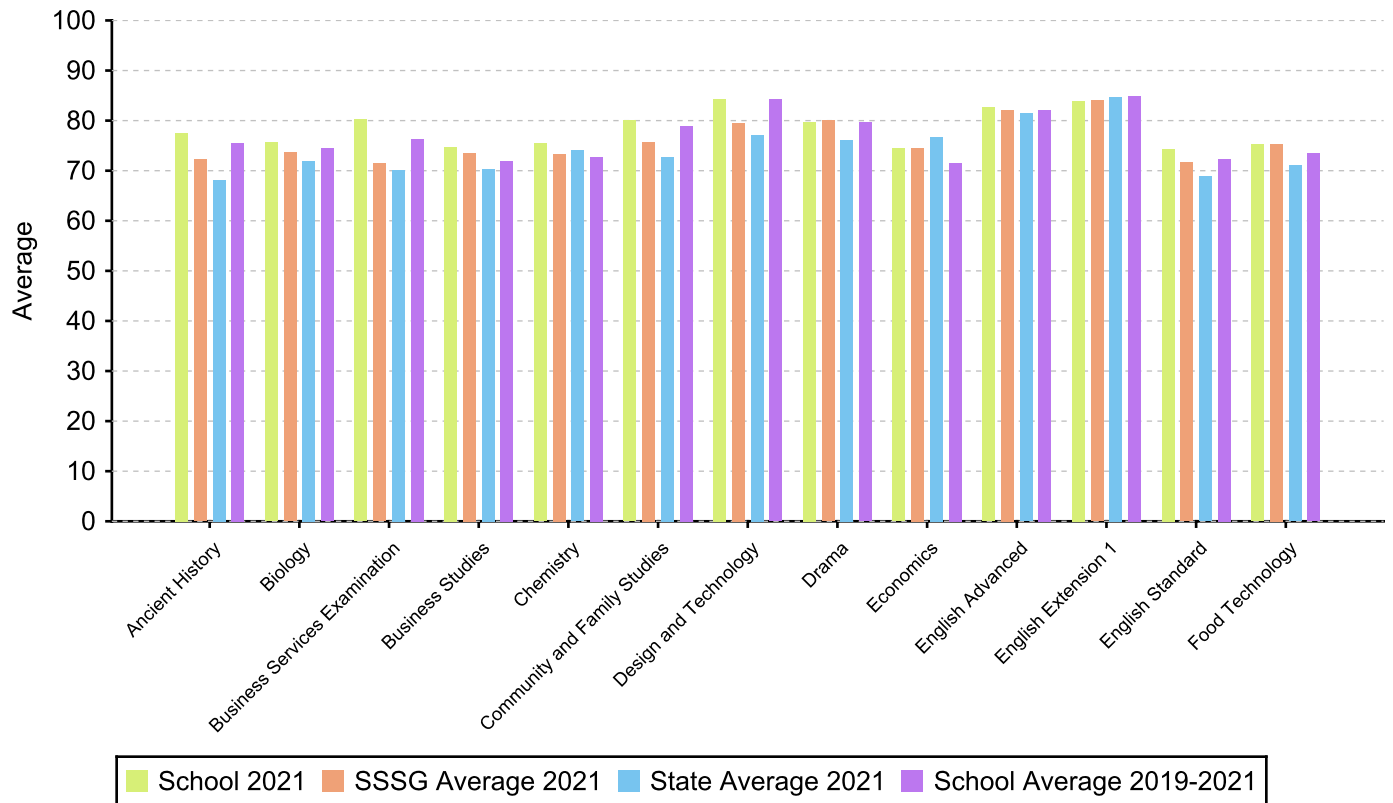
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	77.5	72.2	68.1	75.5
Biology	75.6	73.6	71.9	74.5
Business Services Examination	80.2	71.4	70.1	76.3
Business Studies	74.7	73.5	70.4	72.0
Chemistry	75.4	73.3	74.1	72.7
Community and Family Studies	80.0	75.8	72.7	79.0
Design and Technology	84.3	79.5	77.2	84.3
Drama	79.7	80.0	76.1	79.7
Economics	74.4	74.5	76.7	71.6
English Advanced	82.6	82.2	81.4	82.1
English Extension 1	83.9	84.0	84.8	85.0
English Standard	74.3	71.6	68.8	72.4
Food Technology	75.2	75.4	71.0	73.4
Hospitality Examination (Food and Beverage)	69.9	73.3	70.3	70.2
Legal Studies	78.4	74.9	72.0	75.7
Mathematics Advanced	80.0	76.7	77.4	79.4
Mathematics Extension 1	77.4	76.0	79.5	81.8
Mathematics Standard 2	72.7	70.8	66.1	73.4
Modern History	78.3	72.6	69.7	77.9
Music 1	77.1	84.1	79.4	78.3
Personal Development, Health and Physical Education	75.6	72.8	70.3	74.9
Society and Culture	85.9	79.1	76.0	85.4
Studies of Religion I	80.2	85.0	82.8	83.1
Studies of Religion II	68.3	69.6	68.8	67.8
Visual Arts	85.2	82.5	79.4	82.7

Parent/caregiver, student, teacher satisfaction

In 2021, there was a significant increase in the number of staff who completed the Department of Education's People Matter Survey. Through this survey, MGHS showed strengths in manager involvement of staff in making decisions about work, people showing each other respect in the workplace, staff receiving the training needed to do their job well and staff being proud to tell others they work for MGHS and the Department of Education. Topic areas that were identified as employee issues included pay and flexible working satisfaction. Students completed the annual Tell Them From Me Survey in 2021, where they reported a stronger positive sense of belonging, more positive relationships, higher levels of intellectual engagement, stronger perceptions of advocacy at school and higher expectations for success when comparing each of these areas to NSW Govt Norms. As reported by parent members of the School Council, the school is seen by parents as willing to collaborate with the wider school community to ensure our students' education and personal growth remain priorities and that their children are provided with learning platforms that focus on improving their skill sets so they can succeed in all facets of their lives beyond school. Data collected throughout 2021 also showed that parents valued opportunities to be involved with their child's education such as the Learning Conversations Evenings.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

MGHS ensures indigenous culture is prominent in all faculty programs. Teaching strategies identified in the framework The Eight Aboriginal Ways of Learning have been implemented. Each faculty highlights the Aboriginal perspective in their programming and classroom practices. The school acknowledges Aboriginal culture and works to sustain a positive inclusive school culture.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

MGHS has a large and culturally diverse population. Our school reflects the multiculturalism of Australia with the diversity of cultural backgrounds bringing great strength to the school. The school actively pursues social harmony and celebrates differences. These are reflected in all aspects of school life, with multicultural perspectives in all key learning areas. PRIDE - our student wellbeing program - has multicultural education embedded in lessons for all students. Our values system is based on the PRIDE acronym: P for participation, R for respect, I for integrity, D for diversity and E for excellence.